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ABSTRACT

The partial immersion program at Key Elementary School (Arlington, Virginia), where half the day is taught in English and half in Spanish, continued to be successful in its eighth year. Reasons for success include: dedication and in-depth understanding of immersion philosophy among principal, coordinator, teachers, and staff; innovations in both English and Spanish portions of the day, especially in approaches to reading and writing; active parent involvement; supplemental federal funding; and continued central office support. Tests indicate participating students have progressed in academic areas as well as or better than other students at their grade level, both within the school and in comparison with state and national norms. Recommendations for the next year include: improved articulation with middle and high school programs for continued integrated content area and language instruction; continued expansion of teaching strategies; involvement of immersion teachers in the planning of in-service training; and continued classes for parents, including English for Spanish parents and Spanish for English parents. (MSE)

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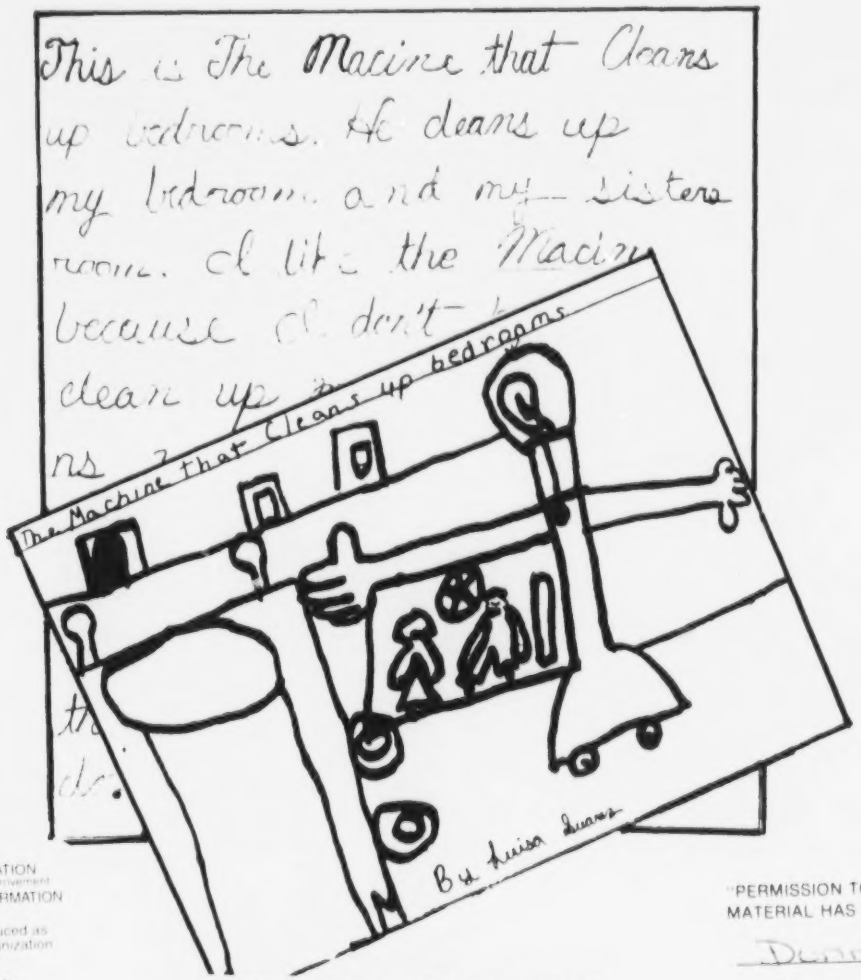
Review of the Eighth Year of the Partial Immersion Program at Key Elementary School Arlington, Virginia 1993-94


This is The Macine that Cleans
up bedrooms. He cleans up
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The Machine That Cleans up bedrooms
By Luisa Juarez

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October 1994
Center for Applied Linguistics
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FL023520

Review of the Eighth Year of the Partial Immersion Program at Key Elementary School, 1993-94

ABSTRACT

The partial immersion program at Key Elementary School, where half the day is taught in English and half in Spanish, has completed its eighth year. The review of the program, which included classroom observations, interviews with teachers and staff, and student assessment, revealed a highly successful educational program for grades K - 5.

Some of the reasons the program has been successful are: the dedication of the principal, coordinator, teachers, and staff and their in-depth understanding of the philosophy of the immersion program; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of parents; supplemental funding from the U.S. Department of Education (Title VII); and the continued support for the program from the central office.

Test results show that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level. Students are continuing to improve their Spanish and English skills, as measured by the Language Assessment Scales (LAS) test, and students' oral skills in Spanish continue to improve, as measured by the Student Oral Proficiency Rating (SOPR) scale. As in the past two years, fourth and fifth grade immersion classes scored higher than other fourth and fifth grade non-immersion classes at Key on the county-wide "Assessment of Writing" in English. In addition, results of the Iowa Test of Basic Skills (ITBS) indicate that fourth grade immersion students excelled in many areas. They scored at the fifth or sixth grade level in the subtests of vocabulary, language arts, work study skills, social studies, science, and mathematics. The fourth grade class mean was above that of the non-immersion classes at Key as well as above the state and national means.

Four recommendations for this coming year are as follows: (1) a high priority should be placed on the planning, implementation, and evaluation of a continued sequence at the middle school and high school level so that immersion students can continue content area language instruction; (2) immersion teachers should continue to develop their repertoire of teaching strategies; (3) immersion teachers should be given the opportunity to help plan in-service training sessions; and (4) classes for parents should be continued, including English classes for Spanish-speaking parents and Spanish classes for English-speaking parents.

The overall performance of students in grades K - 5 confirms results of other partial immersion programs with both native English and native Spanish speakers and verifies that Key School's model is an appropriate one for educating both English- and Spanish-speaking children.

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Review of the Eighth Year of the Partial Immersion Program at
Key Elementary School, Arlington, VA
1993-94

I. Introduction

The Center for Applied Linguistics has been involved in a review of the two-way partial immersion program at Key School in Arlington since the program began eight years ago. The annual review has included observing the partial immersion classes on a regular basis, interviewing students, teachers, other school staff and parents, and recommending student assessments so that the students' achievement can be measured in both Spanish and English (standardized tests, oral language assessments, and teacher evaluations).

A. Background

Foreign language immersion programs in the U.S. were patterned after the Canadian model, and first began in 1971 with a Spanish program in Culver City, CA. More than twenty years later, there are now 139 schools with immersion programs in 25 states and the District of Columbia (Center for Applied Linguistics, 1993). In the U.S., about one-tenth of one percent of students attend some form of language immersion program.

There are several variants of immersion in practice. In the classic early "total" immersion program model, students begin school in a class where instruction is entirely in their second language. English is introduced in the second grade and gradually increased at each grade level until equal amounts of instruction in the two languages are taught by the sixth grade. In "partial" immersion programs there is less time in the second language. A common partial immersion model is one where instruction is equally divided between English and another language at all grade levels. "Two-way" bilingual, or "bilingual immersion" programs integrate language minority and language majority students and provide instruction in, and through, two languages.

Like foreign language immersion, the two-way partial immersion program allows students who speak the society's majority

language (English) to learn a second language. And as in bilingual education, students from a non-English language background acquire literacy and other academic skills in their native language as they learn English. In order to achieve full benefits of two-way bilingual education, balanced numbers of students from the two language backgrounds are integrated for most or all of their content instruction. As a result, peers can serve as language resources and models for one another in an environment that promotes positive attitudes toward both languages and cultures and is supportive of full bilingual proficiency for both native and non-native speakers of English.

A recent study has profiled two-way bilingual programs in over 175 schools in 17 states (Christian and Mahrer, 1992, 1993; Christian and Montone, 1994). The most common program is at the elementary grade level and uses Spanish and English as languages of instruction. The majority of programs are fewer than five years old. The two-way partial immersion program at Key School is in its eighth year of operation.

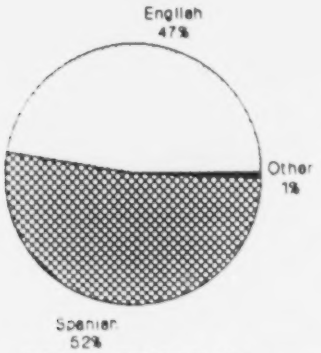
B. Program Design

In the partial immersion program at Key School, classes are taught approximately half the day in English and half the day in Spanish. Since its 1986 inception at the first grade level, the program has added one grade per year. In its sixth year, two kindergarten classes were added with support from a Title VII grant. This year Key expanded its program to include four kindergarten, three first and three second grade classes, two third grade classes, and one class each in fourth and fifth grade. Each class contains both native Spanish speakers and native English speakers, as well as a few who speak another language natively (see Figure 1).

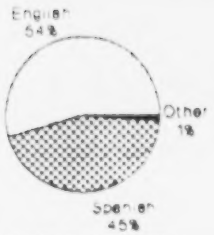
Due to limited available classrooms at the Key School site, the Key expansion included moving two kindergarten, one first and one second grade class to another school building, Key West, several miles away. At the beginning of the year, classes were

FIGURE 1

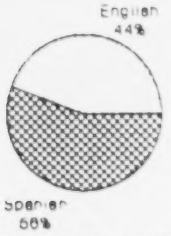
PARTIAL IMMERSION PROGRAM
NATIVE LANGUAGE



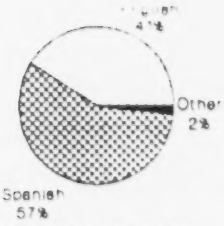
TOTAL PROGRAM



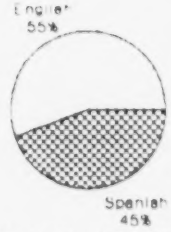
KINDERGARTEN



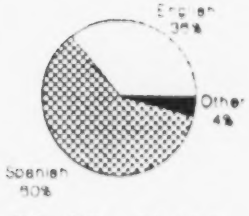
FIRST GRADE



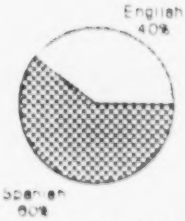
SECOND GRADE



THIRD GRADE



FOURTH GRADE



FIFTH GRADE

multi-age in nature, with K-2 level students in each class. However, within several weeks teachers felt the need for additional training in multi-age class compositions, and classes were reassigned to contain predominately one grade level per class.

Kindergarten students attend the partial immersion program for half the day, and Montessori or regular English kindergarten classes the other half of the day. Students in the kindergarten, first, second, fourth and fifth grades change classrooms at noon, changing teachers and language of instruction. Students in the third grade have the same teacher all day, for both Spanish and English sessions. However, this year the third and fourth grade math teachers teamed for some of the math instruction.

The program for grades 1 - 5 is set up as follows:

		A.M.		**P.M.**
Grade 1	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Lord)	**ENGLISH**	Language Arts Math Science Social Studies (Ms. Chesley)
Grade 1	**ENGLISH**	Language Arts Math Science Social Studies (Ms. Chesley)	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Lord)
Grade 1	**ENGLISH**	Language Arts (Ms. Martin)	**SPANISH**	Language Arts Math Science Social Studies (Mrs. Paguoga)
Grade 2	**ENGLISH**	Language Arts Math (Ms. Bretz)	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Matlack)
Grade 2	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Matlack)	**ENGLISH**	Language Arts Math (Ms. Bretz)
Grade 2	**SPANISH**	Language Arts Math Science Social Studies (Ms. Paguoga)	**ENGLISH**	Language Arts (Ms. Martin)

Grade 3	**SPANISH**	Language Arts Math Science/Health (Ms. Grimsley) (Ms. Kirsch)	**ENGLISH**	Language Arts Social Studies (Ms. Grimsley) (Ms. Kirsch)
Grade 4	**SPANISH**	Language Arts Science/Health Math (Ms. Fernandez)	**ENGLISH**	Language Arts Social Studies (Ms. Pawling)
Grade 5	**ENGLISH**	Language Arts Social Studies (Ms. Pawling)	**SPANISH**	Language Arts Math Science/Health (Ms. Fernandez)

The "special" classes (music, physical education, and library) are typically conducted in English, but there has been an increased awareness of Spanish language activities overall throughout the school and other teachers have incorporated Spanish language and culture into their lessons. Both Key and Key West students received a Dance Movement Class for half an hour once a week.

C. Personnel

An experienced immersion teacher, **Irma Heidig,** taught both the kindergarten classes at Key, one in the morning and the other each afternoon. **Susan Baker,** in her second year at Key, taught the Spanish portion of the day to both kindergarten classes at Key West. The English portion of kindergarten at Key West was taught by **Laura Mole. Sandra Lord**, new to Key, taught the first grade Spanish portion of the day at Key School. **Maria Chesley**, also in her first year at Key, taught first grade English. **Myrna Paguoga** (teaching in Spanish), and **Jacqueline Martin** (teaching in English), taught one first and one second grade class at Key West. They were new to the program this year as well. At Key School, another new teacher, **Camela Matlack**, taught the Spanish portion to the second grade, and as in the previous year, **Ellen Bretz** taught the English portion of the day for the second grade immersion classes. **Gloria Grimsley** returned to teach the third grade for both the English and Spanish portions of the day and **Carmen Kirsch**, involved with the program for many years, taught the other third grade in both English and Spanish. Experienced

immersion teacher **Evelyn Fernandez** taught the Spanish portions of the fourth and fifth grades. Rounding out the group, **Isabel Pawling**, a fourth year teacher, taught the fourth and fifth graders during the English portion of each day. (Ms. Pawling was on maternity leave for much of the fourth quarter so a substitute replaced her.) All eight teachers of Spanish have native-like fluency in Spanish and English, representing the cultures of Cuba, Bolivia, Chile, Colombia and the Dominican Republic or having lived in Honduras, Ecuador or El Salvador.

The principal, **Katharine Panfil**, has extensive experience in foreign language education and administration in the school system. Previously Arlington's foreign language supervisor and Director of Special Projects, she was instrumental in the development of the program and is a key supporter. In addition, the Arlington County Public Schools Foreign Language Supervisor, **Mary Ann Ullrich**, assisted at the county level through support for staff and curriculum development. **Marcela von Vacano**, the Immersion Resource Specialist, serves as Title VII Coordinator.

The role of the program coordinator includes helping to maintain the climate of the program, providing academic and moral support, disseminating information to parents and educators, conducting public relations, and acting as the voice of the program. Curriculum development work has been achieved by Title VII funds under the leadership of the program coordinator. The coordinator also administers some of the immersion assessments.

D. Class Composition

There are currently 288 students participating in the Key immersion program. Forty-seven per cent (47%) are bused to Key and live outside the Key School boundaries, but within Arlington County Public Schools' district. One-fourth of those bused are native Spanish-speaking children, three-fourths speak English as their native language. Interestingly, twenty-six per cent (26%) of those bused are labeled as Gifted and Talented (G/T) or potential for G/T, with only ten per cent (10%) of the non-bused students in the immersion classes labeled G/T.

The fifth grade immersion class had 20 students at the end of the year. Of these, 12 were native Spanish speakers and 8 were

native English speakers. Nineteen of the 20 students had been in the immersion class the previous year. The two students who did not return moved to other school districts.

The fourth grade class had 25 students: 15 native Spanish speakers, 9 native English speakers, and 1 native Arabic speaker. Twenty-three students who had been in the immersion class the previous year returned, and the two new students entering the program were native Spanish speakers. The two students not returning to the program moved from Virginia.

There were 38 students in the two third grade classes: 17 native Spanish speakers and 21 native English speakers. Thirty-three of the 38 students had been in the class the previous year. One of the students not returning from last year was placed in the regular program (including special education) at Key School and the other eight students moved away. New students entering the program at this grade level were recommended by last year's High Intensity Language Training (HILT) teacher.

The three second grade classes had 50 students: 29 native Spanish speakers and 21 native English speakers. All seven of the students who did not return to the program moved from the school. The seven included several who would be provided with special education services in their home schools. Two new students came to the program from special education classes, seven students entered from the HILT program, and two moved into the district.

The first grade had 68 students in three classes: 38 native Spanish speakers and 30 native English speakers. Forty-two children had participated in the kindergarten immersion program. Only one student was moved to a regular classroom.

There were 80 students in the four kindergarten partial immersion classes: 36 native Spanish speakers and 43 native English speakers, and one with "other" listed as her native language.

Of the twenty-one students who did not return to the Key immersion program for 1993-94, only two transferred within Key School to different programs. Not counting the remaining nineteen who moved out of the area, Key lost **less than one per cent** of their immersion population from 1992-93 to 1993-94.

As noted in last year's evaluation, the lower grades have a more even distribution regarding native English and native Spanish speakers. Once again, the 1993-94 fifth grade is predominantly native Spanish speakers. There are two explanations for more native Spanish speakers in the higher grades. One reason is that any new entering students into the fourth and fifth grades need to have grade-appropriate Spanish speaking skills. Since it is very difficult to find native English speakers who are proficient in Spanish, most of the students entering the program in the upper grades are native Spanish speakers. It appears that the Key School administration is following last year's evaluation recommendation by allowing a few more English speakers (44) than Spanish speakers (36) in the kindergarten classes. The other explanation for larger numbers of native Spanish speakers in the higher grades is that when the fifth grade students began the program in first grade, the program was open only to students living in the Key School neighborhood, and the majority of the students from the neighborhood are Spanish-speaking. It was not until the program was open to the entire county that it became easier to ensure a balance of native Spanish and native English speakers.

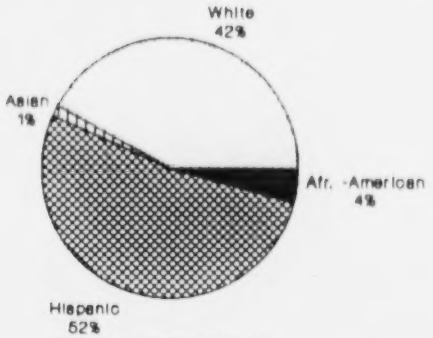
While the percentages for ethnicity in the program mirror the native language figures, it should be noted that there are still few Asian and African-American students currently enrolled in this program. Total African-American enrollment is 4.2 per cent (12 students) and total Asian is 1.4 per cent (four students) (See Figure 2). This is a smaller percentage than in Key School or Arlington Public Schools (see Table I).

TABLE I
1993-94 REPORTED ETHNICITY (%)

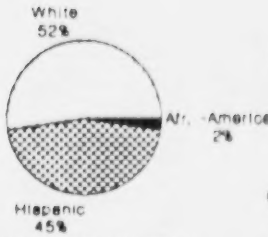
	White	Hispanic	Afr-Am.	Asian
Immersion	47%	52%	4%	1%
Key School	31%	54%	10%	5%
Arlington County PS	44%	28%	18%	10%

FIGURE 2

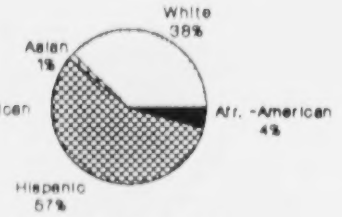
PARTIAL IMMERSION PROGRAM
ETHNICITY



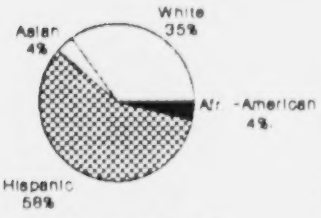
TOTAL PROGRAM



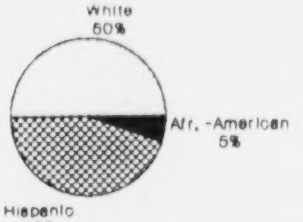
KINDERGARTEN



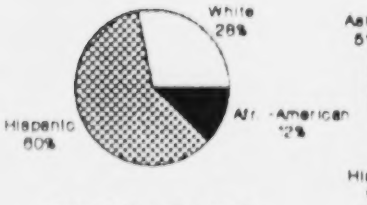
FIRST GRADE



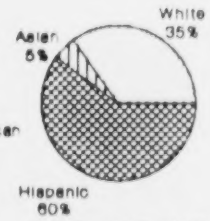
SECOND GRADE



THIRD GRADE



FOURTH GRADE



FIFTH GRADE

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Students at Key School have first priority for enrollment. Students from other Arlington elementary schools may apply subject to the following criteria: an opening is available in the program, the applicant for grades 2-5 demonstrates proficiency in Spanish and English appropriate to grade level, and parents express a willingness to participate in program activities. If the number of applicants exceeds the number of vacancies at each grade level, students will be placed on waiting lists on a first-come, first-served basis.

Overall, there are more gifted and talented students in the immersion classes than in the regular classes. Currently, there are approximately 3 - 6 gifted students in each immersion class and 2-3 in each non-immersion class at Key School. Primary grade teachers do not identify children as gifted, but monitor students with potential for future placement. Students may also be labeled gifted in such specific areas as art or music.

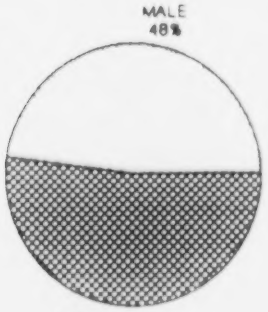
The immersion program appears to be including more students with special needs than in the past. There has been a marked increase since last year in those students participating in special education in the immersion program, which includes thirteen learning disabled children and twenty students who receive speech therapy. However, the number of children with learning disabilities and those receiving speech therapy in immersion is not as high as those in non-immersion classes. The total number of students in most immersion classes is approximately the same as in the other classes at Key. The numbers are slightly higher in immersion kindergarten when compared with regular kindergarten.

The total partial immersion program is comprised of 48% males and 52% females (see Figure 3). Two classes had a disproportionate gender ratio: one second grade (Matlack/Bretz) with 39% males and 61% females, and one third grade (Grimsley) with 32% males and 68% females.

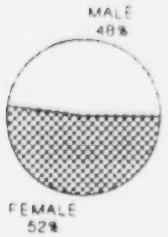
Socio-economic status for this report is determined by students' participation in the free and reduced lunch programs. It should be noted that this is not as valid as other measures due to the fact that participation is voluntary. However, it is acceptable for school program evaluations. Thirty-eight per cent

FIGURE 3

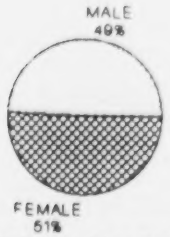
PARTIAL IMMERSION PROGRAM
GENDER



TOTAL PROGRAM

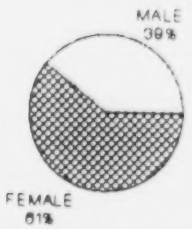


KINDERGARTEN

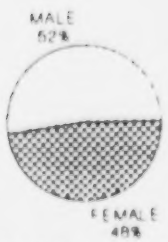


FIRST GRADE

SECOND GRADE



THIRD GRADE



FOURTH GRADE

FIFTH GRADE

of the children involved in the partial immersion program at Key had free lunches, four per cent had reduced (see Figure 4). This is an increase in the number from last year. For school year 1993-94, fifty-one per cent of all Key students had free lunches, and six per cent had reduced.

II. Evaluation Procedures

The Arlington school district requested that CAL provide an evaluation of the immersion program's eighth year of operation, specifically to meet federal regulations regarding the Title VII requirement. CAL staff who participated in the project included Nancy Rhodes and Donna Christian. Susan Barfield, a doctoral student at George Mason University and a CAL consultant, collected the data, conducted the statistical analysis and evaluation of the data, and drafted the evaluation report. The evaluation was planned as a follow-up to the first through seventh year evaluations and addressed the following questions:

1. What is the English and Spanish proficiency of students in the immersion program, and how does it change from year to year?

2. How well do the immersion students do in content area subjects? Do they make academic progress comparable to their peers in the same grade?

3. How might the program be improved?

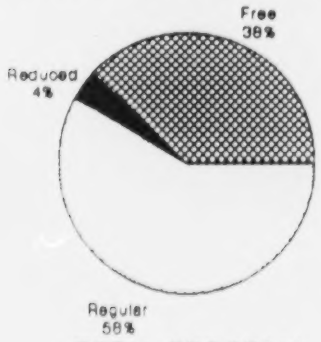
As Key School has a transient population, it is not possible to have a comparison group which could be used on a yearly basis. Thus the comparison groups used are the national standards for standardized assessments, as well as local statistics on non-immersion classes at Key and in Arlington County.

Because this is the third year that Key School is participating in the Title VII Developmental Bilingual Education Program (DBE), 1992-93 test scores were considered the pre-test scores, and post-test scores followed in school year 1993-94.

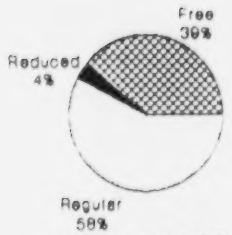
As in the past seven years, numerous types of information were collected for this review of the program. From October through May, CAL staff conducted classroom observations of the immersion classes, specifically targeting grades one, three, and five. In addition, classes were observed in both the English and

FIGURE 4

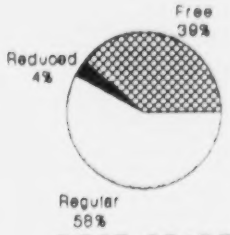
PARTIAL IMMERSION PROGRAM
Socio-Economic Status
(Free & Reduced Lunches)



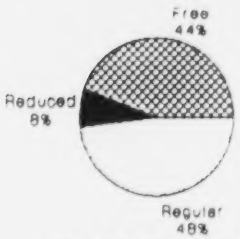
TOTAL PROGRAM



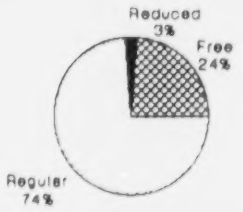
KINDERGARTEN



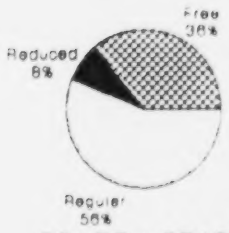
FIRST GRADE



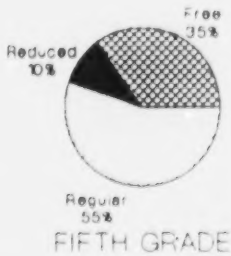
SECOND GRADE



THIRD GRADE



FOURTH GRADE



FIFTH GRADE

Spanish portions of the day in the other grade levels. CAL staff also had the opportunity to talk informally with the immersion teachers, students, and other Key School staff. Teachers in the program, the Principal, the Foreign Language Supervisor, and the Program Coordinator were interviewed during the course of the year to find out their opinions of the program and were also asked to complete a Title VII Staff Background questionnaire. Immersion parents were surveyed by written questionnaire the first year of the Title VII funding, 1991-92.

As part of a two-year case study of Key's two-way immersion program (1993-1995), two researchers from the Center of Applied Linguistics observed immersion classes in first, third, and fifth grades three times during the year (fall, winter, and spring). Researchers also conducted interviews with teachers, aides, and administrators.

This year the principal led her staff and some parents in a self-study. They hoped to answer not only whether the program is successful, but also why, and how the program works. Teachers, administrators, and parents were involved in this study.

Several kinds of test data were collected on the students to assess their language development and academic progress. The Student Oral Proficiency Rating (SOPR) was used by the teachers to assess Spanish and English speaking proficiency for grades kindergarten through five. Spanish and English language development was measured by the Language Assessment Scales (LAS-O) in the third grade and the CAL Oral Proficiency Exam (COPE) in the fifth grade. Key School has chosen to have students in grades three through five take the English Assessment for Writing and this was again expanded to include immersion students in grades one and two as well. A Spanish Assessment of Writing was taken by all immersion students, grades 1-5. The Boehm R Test of Basic Concepts was administered to the first graders again this year to assess the students' conceptual development in English and Spanish. Since all first graders at Key School take the Boehm in the fall and spring, comparison scores are available. In addition, a nonverbal test, the Raven's Coloured Progressive Matrices, was given to all first graders at Key this year. All students in Arlington County Public Schools are required to take

the Iowa Test of Basic Skills (ITBS) in fourth grade. Lastly, the students' mastery of content area subjects was examined from scores on end-of-unit tests and/or teacher assessment in social studies, science, and reading.

The results of these information collection efforts are described in the following sections.

III. Student Progress

Student progress was measured in English and Spanish language development, writing, conceptual development, nonverbal cognitive development, and academic achievement.

Kindergarten report cards indicate little differences between native English and native Spanish speakers. It is important to note, however, that these kindergarten students not only attend half a day in the partial immersion program, but also attend regular kindergarten classes for the other half of the day. This should significantly impact their results, as most kindergarten students in Arlington County attend only half days.

A. English and Spanish Language Development

As in the past five years, the Student Oral Proficiency Rating (SOPR) was used by the teachers to assess their students' Spanish speaking skills (see Appendix A). The SOPR provides a measure of a student's ability to understand, speak, and be understood by others in the language he or she is learning. It is focused on oral communication ability considered apart from the ability to read or write in the language. Instead of rating the students during a specific testing time, the teachers use their observations over the year as the basis for rating a student's level of ability. Each student is rated on five categories of oral language proficiency: comprehension, fluency, vocabulary, pronunciation, and grammar. For each category, the student is rated in one of five levels, ranging from 1, indicating little or no ability, to 5, indicating a level of ability equivalent to that of a native speaker of the language of the same age.

Results confirm previous years' results that the teachers observed a wide range of Spanish proficiency levels at the lower grade levels and that the students improved their skill level as they continued in the program. As the students progress from

kindergarten through fifth grade, there are fewer scores at the lower 1 and 2 levels and more at the higher four and five levels.

However, comparison of mean grade level scores indicates that there was not always progression from one year to another (see Table II). The drop in scores from first to second grade indicates one of the problems of using a teacher-rating scale to compare different classes to each other or from year to year. This concern was noted last year as well. Without the reliability of two or more raters, the scale becomes much more subjective and just as some teachers are more stringent in report card grades than others, this is possible as well in rating students on this scale.

TABLE II

Student Oral Proficiency Rating (SOPR) - SPANISH 1993

Grade	N	Mean	SD
K	84	16.75	6.065
1	43	19.50	4.855
2	35	18.50	5.045
3	25	20.00	2.833
4	25	22.56	3.150
5	20	22.55	2.114

This concern can be partially remedied by having more than one rater for each student and having all raters meet together to come to a consensus regarding standards. Another possibility is to have the teachers simply rank their students in overall oral proficiency. Looking at the distribution of scores within each grade, it is also apparent that there is not enough score discrimination among students for comparison and progress, especially as the students grow older.

Significant differences in scores (p=.000) were found when comparing native and non-native Spanish speakers on the SOPR. The native Spanish speakers performed better than the English speakers at all grade levels on this Spanish oral rating scale. Unlike the two previous years, this year there was not a statistically significant difference when comparing boys' and girls' performance.

The CAL Oral Proficiency Exam (COPE) was administered to all fifth graders to assess oral language skills in Spanish (see

Appendix B for rating scale). The COPE measures a student's ability to understand, speak, and be understood by others using an oral interview/role play situation with two students at a time. The test primarily measures cognitive-academic language skills (the ability to discuss subject matter effectively, such as social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, interests, etc.) Each student's proficiency is rated by two raters in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. The 9 possible scores range from junior novice (low, mid, high); junior intermediate (low, mid, high); to junior advanced, junior advanced plus, and superior. The students are given a numerical rating from 1 - 9 corresponding to the appropriate level for each category. Role play/discussion topics include: greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Fifth grade native English speakers. There was a wide range of abilities on the 1993-94 COPE. The fifth grade native English speakers' scores ranged from 3 to 9 (Junior Novice Mid to Junior Advanced Plus). For the third year, their average comprehension score, the highest of the four skills, was at the Junior Advanced level where they "understand academic talk and social conversation at normal speed. . ." Although last year's vocabulary mean was the lowest of the four subtests, native English speakers scored lowest (Intermediate Low) on the grammar subtest in 1993-94. Vocabulary was at the Intermediate-Mid level and fluency scored at the Intermediate High level.

Due to the limited number of English students tested (8 students) in the fifth grade this year, it is not possible to make any generalizations regarding the English speakers.

Fifth grade native Spanish speakers. Twelve fifth grade native Spanish speakers' scores ranged from 4 to 9 (Junior Intermediate Low to Superior). Like all the other subgroups, their highest score was in comprehension, scoring at the Junior Advanced

Plus level. The other three subtests (fluency, vocabulary, grammar) scored at the Junior Advanced level.

There were differences between the English and Spanish speakers on the grammar and vocabulary subtests. Spanish speakers scored significantly higher on these subtests, as well as on the COPE total score, than English speakers. There were no significant differences between males and females on any of the subtests.

Several conclusions can be drawn from the COPE results. First, as did the 1991-92 and 1992-93 students taking this exam, the fifth grade class scored higher in *comprehension* than in vocabulary and grammar. This reinforces previous research done by Swain and Lapkin (1985) with immersion students and by Rhodes, Thompson and Snow (1989) on previous administrations of the COPE test, that shows that immersion students develop high level listening skills.

The COPE results demonstrate the high level of comprehension on the part of the students and provide a clear picture of their fluency. The results also confirm a hierarchy of language skills acquired in the immersion setting. As found with immersion students at other schools, the students are strongest in listening comprehension, followed by fluency, and vocabulary/grammar.

The Language Assessment Scales-Oral (LAS-O) is used to measure English and Spanish language development. The LAS measures vocabulary, listening comprehension, and story retelling. The LAS was given to third graders in Spanish and in English.

The LAS-O (English) indicated both native English and native Spanish speakers scored well, with 78% of the third graders scoring at the highest level V, and the other 22% at level IV. There were no significant differences between males and females, or English- and Spanish-speaking students.

There was more discrimination on the Spanish LAS subtests, ranging from seven native English speakers at level I to four native Spanish speakers at level V. No English native speakers scored at the fourth or fifth level. Spanish speaking students scored significantly ($p=.00$) better overall in the Spanish LAS, and in the Vocabulary and Retelling subtests. However, there were

no significant differences between native English and Spanish speakers on the Listening Comprehension subtest. Males and females scored equally well on the LAS-O (Spanish).

B. Writing

All five grades have focused on the writing process this year, both in Spanish and in English. The third, fourth and fifth grades participated in the county-wide "Assessment of Writing" along with all other third, fourth, and fifth graders in Arlington County. First and second grades collected English writing samples that were graded on the same holistic county-wide scale.

English Writing. Students wrote a paragraph writing assignment on a given topic that was scored holistically on a scale from 1 to 8 (see Appendix C for Rubric for Assessment of Writing). Two different raters rated each writing sample. This year the scoring system remained constant across all five grades. The first and second grade submitted one writing sample in the spring. The first grade mean was 2.30 and the second grade average was 3.25. The third grade immersion class scored an average of 3.20 in the fall and 4.22 in the spring, showing a gain of 1.02 points. The fourth grade immersion class scored an average of 3.96 in the fall and 5.28 in the spring, showing a gain of 1.32 points. The fifth grade immersion class scored an average of 5.21 in the fall and 5.89 in the spring, showing a gain of 0.67 points (see Table III).

TABLE III
Assessment of Writing - English (1993-94)

Grade	Fall	Spring	Gain
1		2.30	
2		3.25	
3	3.20	4.22	1.02
4	3.96	5.28	1.32
5	5.21	5.89	.67

The third, fourth and fifth grade immersion classes scored higher in their individual grade levels in both fall and spring than all other non-immersion classes in grades 3 - 5.

This year immersion females (mean=3.62) scored significantly (p=.01) higher than immersion males (mean=2.95) on the spring English writing sample. Native English speaking

students in the immersion program scored significantly (p=.00) higher than native Spanish speaking immersion students.

Although these classes had only been receiving half of their daily instruction in English (and thus approximately half as many assignments in English as the comparison classes), it is apparent that their Spanish study has not had any negative effect on their English writing skills and perhaps has enhanced their English writing skills in comparison with other classes. This confirms previous years' test results.

Students and teachers are also responsible for collecting material for each child's "Assessment Portfolio". Each Assessment Portfolio is required to have at least one sample from the following categories: (1) Reading response samples appropriate to grade level (book lists, response logs, book cards, book reports); (2) Writing samples appropriate to grade level (poetry, letters, research projects, journals, essays, comparisons, descriptions, opinion papers); and (3) teacher/student observations (student/teacher conferences, self-evaluation, narratives, student and/or teacher checklists, peer assessments, other adult [tutor, parent] assessments). This will be important data to be used when evaluating the whole language teaching approach.

Spanish Writing. An assessment of writing in Spanish was given to grades one through five again this year. Results indicate the following means:

TABLE IV
Assessment of Writing - Spanish (1993-94)

Grade	Mean
1	3.00
2	3.38
3	4.48
4	4.04
5	6.15

As the above table indicates, there was a significant difference from the second to third grade scores, and from fourth to the fifth grade scores, although the fourth grade scored lower overall than the third grade classes. Unlike previous years, there was a statistically significant (p=.01) difference between

the males (mean=3.02) and females (mean=3.66) and **no** significant difference between native English and native Spanish speakers.

C. Conceptual Development

The Boehm Test of Basic Concepts is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. Boehm test results may be used both to identify children with deficiencies in this area and to identify individual concepts on which the children could profit from instruction. The test consists of 50 pictorial items arranged in approximate order of increasing difficulty. The examiner reads aloud a statement describing each set of pictures and instructs the children to mark the one that illustrates the concept being tested. The Boehm test was administered to all Key School first graders in the fall and the spring. (The test is not administered to other grades.) Scores reported below represent the group averages for the immersion students.

On the **English** version of the fall testing of the Boehm, the immersion first graders averaged 83%. In the spring, the first graders' average increased to 91% correct. Non-immersion first grade classes averaged 70% in the fall and 83% in the spring. There was a significant positive difference (p=.000) in the Normal Curve Equivalent (NCE) scores between the fall and spring testing for immersion students. When breaking down the immersion student population into English speakers and Spanish speakers, both groups showed significant gains (p=.000) from fall to spring. Continuing the trend from previous years, English speakers scored significantly higher (p=.000) than Spanish speakers at both testings.

On the **Spanish** version of the Boehm in the fall, the immersion first grade averaged 70% correct. By spring, the total correct increased to 82%. As with the English version, this was a statistically significant difference (p=.000) in NCE scores.

As could be expected there were significant differences (p=.000) in the NCE scores between English and Spanish speakers on the fall Spanish Boehm, with Spanish speakers outperforming English speakers. However, that difference narrowed in the spring testing.

Finally, the spring Boehm scores can be compared to the spring scores of the six previous immersion first grades. There were no major differences in the English scores. As reported last year, the Spanish fall scores jumped from 64% in fall of 1991 to 78% in the fall of 1992. This can probably be due to the expansion of the program in the 1991-92 year to include kindergarten, and, like last year's immersion first grade, most of this year's first grade had Spanish immersion experience from the previous year. During the second year (1993-94) of this kindergarten addition, Boehm (Spanish) scores fell slightly from 1992-93 (78% to 70% respectively), but still were above the five previous immersion first grades (1988-1991).

The Boehm scores from fall to spring illustrate the gains of all students in understanding concepts in both languages. On the English test, both the Spanish speakers and English speakers improved their scores from fall to spring. On the Spanish test, both groups improved as well. There was more room for improvement for the English speakers in Spanish than for the Spanish speakers in English, of course, because the Spanish speakers started out the year with fairly high scores in English already. As was shown with the LAS scores, the Spanish speakers performed better in English than the English speakers performed in Spanish.

D. Nonverbal Cognitive Development

The Raven's Coloured Progressive Matrices were administered to all first grade students at Key. This nonverbal test requires the education of relations among abstract items. The items consist of a set of matrices, in which one part has been removed. Children must choose the missing insert from given alternatives.

The average or mean Raven's score was 77. There were no significant differences between the males (mean=75) and females (mean=79), but there were significant differences (p=.00) between the English speakers (mean=87) and the Spanish speakers (mean=69). Perhaps part of the reason for this discrepancy is that a larger portion of English speaking students in the immersion program have potential (according to their teachers) for future placement as gifted compared to the regular English speaking class.

E. Academic Achievement

Social Studies, Science, and Mathematics. Social studies, science and mathematics were assessed by classroom teachers, end of the chapter or unit tests, and report card grades.

Classroom teachers reported satisfactory progress for most of the immersion students. Overall, students had comparable grades to the non-immersion classes, but strong conclusions cannot be made on the basis of grades alone as teacher grades in general are more subjective than such standardized assessments as the Iowa Test of Basic Skills (addressed later in this report).

Means were calculated on the teacher submitted grades as shown in Table V below:

TABLE V

Average Grades for Immersion Students by Subject Area

Grade	Social Studies	Science	Math
3	83%	82%	84%
4	*	85%	90%
5	*	86%	88%

*not available

These high percentages indicate students are learning social studies, science, and math even though many of these subjects are taught in Spanish (see teaching schedule on page 3 for list of grade level subjects in English and Spanish).

Spanish Reading. The immersion students' Spanish reading skills continue to be assessed by their progress in the McGraw-Hill literature-based *Hagamos Caminos* reading series as well as by the use of supplemental literature related to the curriculum using a whole language approach.

The first graders learned to read Spanish through the Language Experience approach, with the integration of what they read and what they write a key element to instruction. For second graders, Spanish reading ability was evaluated as part of Spanish language arts. Third, fourth and fifth graders receive letter grades for Spanish language ability.

Review of report card grades indicates that most students are progressing at average or above average levels. However, as is the case in regular classrooms, some students have more difficulty

than others in their academics. One kindergarten teacher had a student needing improvement in all areas of Spanish language. There were eleven students at the main building at Key who received "N"s (needs improvement) in first grade Spanish language arts. Three students out of thirty-five in the second grade Spanish class at the main building at Key were not making expected progress. All third, fourth, and fifth graders received average or above average grades in Spanish.

English Reading. Immersion students' English reading skills were assessed by their progress in an integrated language arts curriculum as well as in the Silver-Burdett/Ginn "World of Reading" series. The series is literature-based and the reading selections encourage the students to read further on each topic, write about each topic, and explore ideas beyond what is on the written page. The children are constantly challenged to hypothesize what would happen next and are encouraged to give their opinions on the readings. The series is intended to be supplemented with material from the library.

Of those teachers submitting classroom grades to the evaluator, approximately 92% of the students are making expected progress in English language arts.

When fourth grade immersion students were assessed in English reading comprehension on the Iowa Test of Basic Skills, the native English-speaking fourth graders ranged from the level of fourth grade (eighth month) to seventh grade (third month). The native Spanish speaking students not classified as Limited English Proficient (LEP) ranged from the level of third grade (seventh month) to sixth grade (fifth month). LEP Spanish speaking students ranged from second grade (eighth month) to sixth grade (fifth month).

Overall, the English reading results of grades 1 through 5 showed that the Spanish immersion students, both native English/other language speakers and native Spanish speakers, scored at a comparable level to other students at Key.

Achievement Test Scores. All fourth graders in Arlington Public Schools were administered the standardized Iowa Test of Basic Skills (ITBS) in March 1994. As an immersion class they scored at the fifth or sixth grade level in all areas but reading

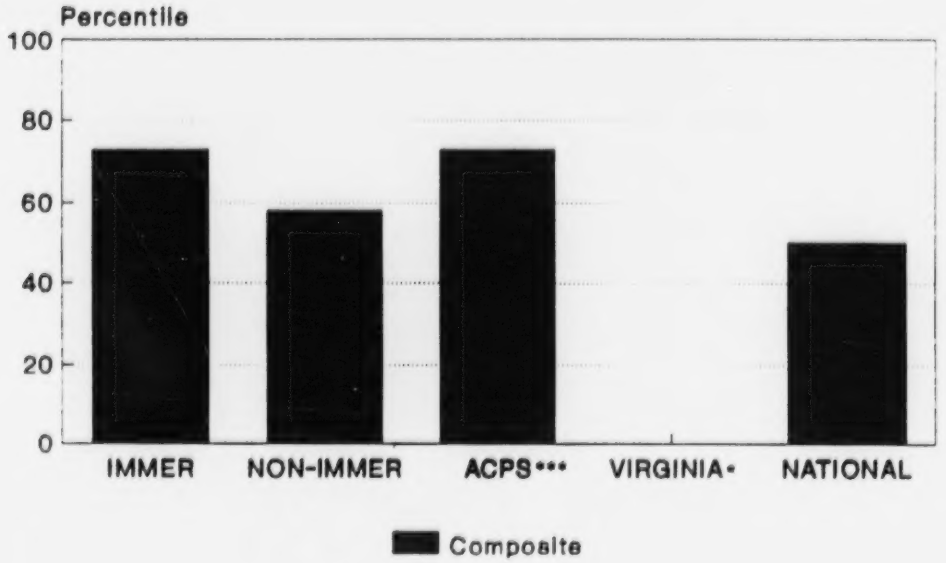
comprehension (4-9) and spelling (4-8), and were at or above the 54th percentile in all areas when compared to a national sample. They were at the 86th percentile in mathematics (math concepts, problem solving, and computation), at the 72nd percentile for work study skills (visual materials and reference materials), at the 77th percentile in science, at the 65th percentile in social studies, at the 72nd percentile for language (spelling, capitalization, punctuation, and word usage and expression), at the 57th percentile in reading comprehension, and at the 60th percentile in vocabulary (see Figures 5 through 7). Although six of the seven of these scores are above the non-immersion classes (the non-immersion fourth grade class scored two percentage points above the immersion class in social studies), it must be noted that seven of the immersion students took the test in a "non-standardized" manner and thus their scores were not used in the computation of class averages. This impacts the overall results, inflating the percentiles.

When comparing native and non-native English speakers on the ITBS, the native English speakers scored significantly higher in all seven academic areas. However, the native Spanish speakers in the immersion class scored higher in language arts and math than the Virginia State means, and eight or less percentiles below the Arlington Public School means. In social studies and science, the immersion native Spanish speakers scored at the 52nd and 67th percentiles, respectively. The Virginia State means were 64th percentile (social studies) and 69th percentile (science). Arlington County Public Schools' means were 72nd percentile in social studies and 78th percentile in science.

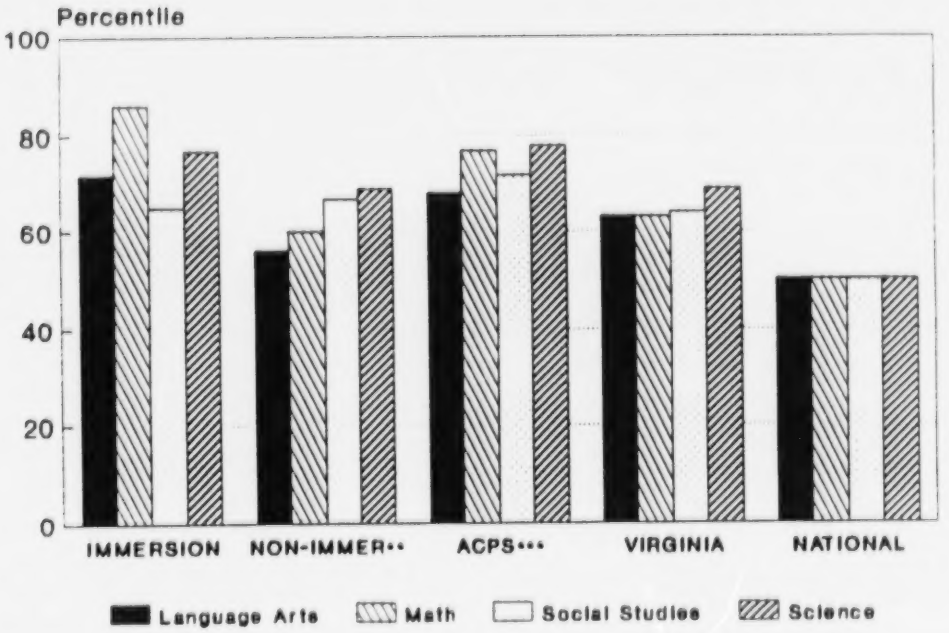
Although historically there has never been a "control" group of students for the immersion class because of the transient student population at Key, this year twelve fourth grade immersion students were "matched" with twelve fourth grade non-immersion students. Matched variables included gender, ethnicity, socio-economic status (SES), native language, and ESOL-HILT placement. Comparison of NCE means for seven ITBS scores (vocabulary, reading comprehension, language arts, work study skills, math, social studies, science) as well as the ITBS composite score indicated

FIGURE 5

Iowa Test of Basic Skills
School Year 1993-94
(Fourth Grade)

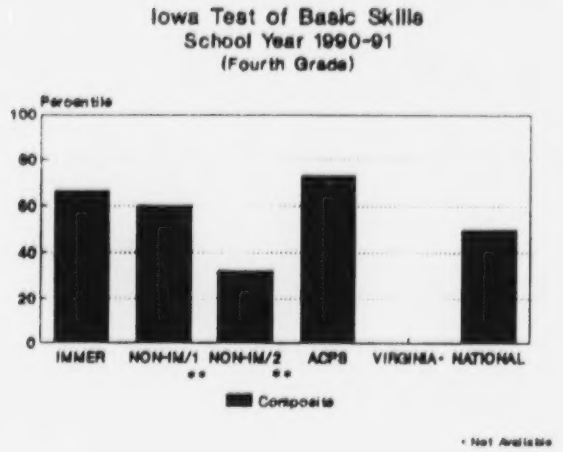


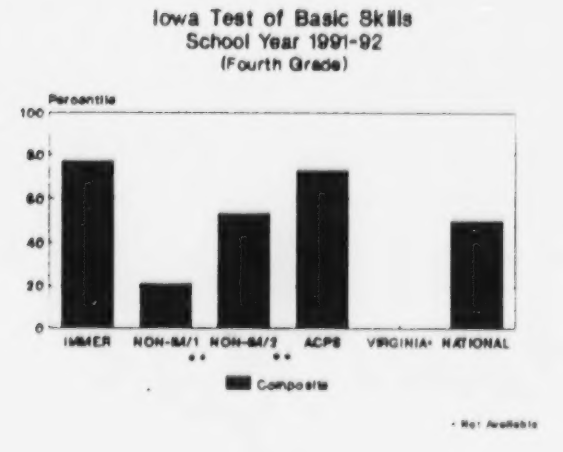
* Not Available

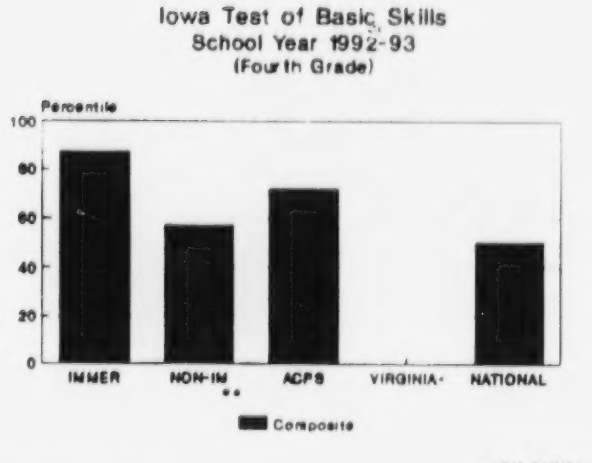


**Other fourth grade classes at Key
***Arlington County Public Schools

FIGURE 6



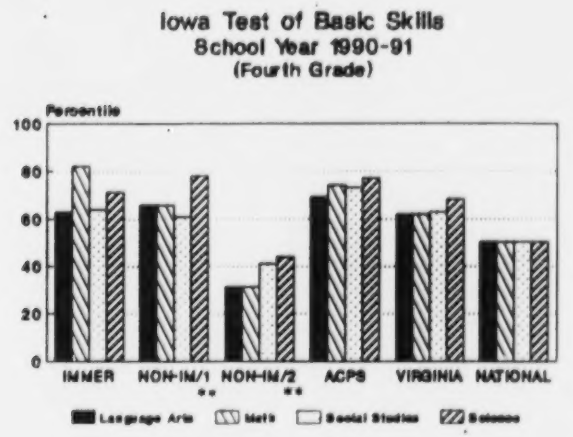


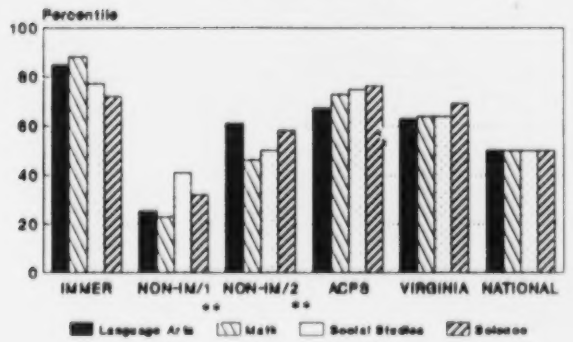


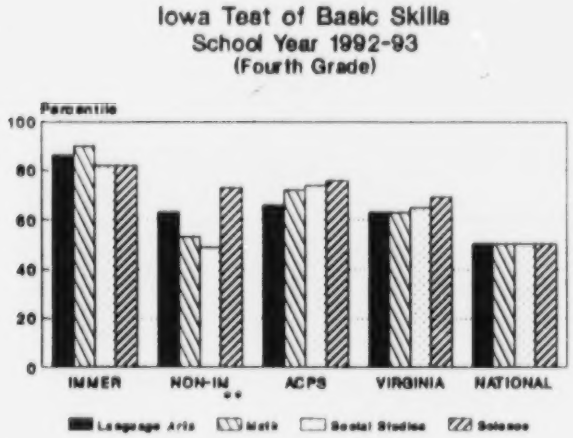
** Other fourth grade classes at Key

ACPS = Arlington County Public Schools

FIGURE 7







** Other fourth grade classes at Key

ACPS = Arlington County Public Schools

that immersion students scored as well as or better in all areas, and significantly better (p=.00) in math. When comparing all the non-immersion fourth grade students as one group, the immersion class scored higher in eleven of the thirteen subtests, including vocabulary, reading comprehension, capitalization, punctuation, word usage and expression, work study skills (visual), reference skills, mathematical concepts, problem solving, computation, and science.

These results are especially interesting in light of the fact that while the immersion students have been studying science, social studies, and/or mathematics in Spanish, the ITBS is in English, and they are still scoring higher than their peers who were studying only in English.

Confirming 1991, 1992, and 1993's fourth grade scores, ITBS results show for the third year in a row that *students participating in the immersion program at the fourth grade level are performing academically as well as or better than those students in the regular classrooms, including in subjects that are being taught in Spanish.*

F. Classroom Activities

All classes participated in the regular Key School activities, as well as several night performances and meetings. There was a special program celebrating the Hispanic Heritage on October 13, 1993, which included songs, poems, and plays in Spanish and English (see Appendix D).

On April 26, 1994, eight students of the Key School two-way bilingual program appeared before the Senate Subcommittee on Education, Arts and the Humanities in Washington, D.C. regarding the reauthorization of the Elementary and Secondary Education Act (see Appendix E).

The Key School partial immersion program was also featured in the American Psychological Association periodical, *The Monitor*, in April 1994 (see Appendix F).

Teachers from El Salvador and Arlington schools traded places as part of a district exchange program (see Appendix G). Key School sent first- and second-grade teacher, Jacqueline Martin, to El Salvador and Vicky Marroquin, a teacher in El Salvador, spent

two weeks at Key in April 1994. Visitors from other parts of the United States (Texas) and foreign countries (El Salvador, the Netherlands, Sweden, and Argentina) continue to visit and observe the program.

The Key Immersion program was featured on the television program, *Good Morning America*, on August 23, 1994.

IV. Other Activities

A. Staff Development

Teachers in the two-way program take part both in training/curriculum development for their discipline areas, along with non-immersion teachers, and in training for immersion . teachers in settings both in and out of the district. During the year, teachers were offered several in-service sessions on various topics relevant to their teaching, such as second language acquisition and learning strategies, presented by leading authorities in the field. Topics included "Research on Second Language Acquisition," by Dr. Virginia Collier; "Underlying Proficiency in Second Language Acquisition," by Dr. Emma Violand-Sanchez; and "Teaching Learning Strategies," by Dr. Anna Uhl Chamot. In addition, other workshops were held on a variety of instructional topics, including "Assessment Components for the Spanish Immersion Program," by Susan Barfield and Katharine Panfil and "Creating Math Centers," by Mary Helman. (See Appendix H for complete list of topics.) These occurred once a month on Wednesday afternoons, since Wednesday is an early release day.

This year twenty immersion and non-immersion teachers at Key had the exciting opportunity to participate in a 1993-94 project funded by the National Endowment for the Humanities to engage in a comparative study of the works of Mario Vargas Llosa and Eudora Welty. In this ambitious and highly intellectual training, teachers read a selection of 12 books, analyzing the similarities and differences in the Anglo and Latin cultures. A meeting and discussion with Dr. Vargas Llosa was arranged, as well as a series of lectures on multicultural literature for children, given by Dr. Sara Castro-Klaren, Dr. Susan Fay, and Dr. Susan Hepler. Teachers' comments on this training were quite positive.

Key teachers keep current on instructional practices through involvement at the school, county, and state levels. Often, Key's immersion teachers are in leadership roles. Evelyn Fernandez, the fourth grade immersion teacher who is the school's lead teacher for the gifted, was named "Arlington County Teacher of the Year for Gifted Students" for 1994 because of her work to improve countywide G/T identification practices. Immersion teachers average five substitute days each for workshops and conferences during the year. Through Title VII funds, six teachers have attended a graduate course at George Mason University on elementary school immersion methodology, which they highly rated.

B. Parent Activities

The parents continue to be an essential and active component in the Key School immersion program. The parent advisory committee meets five times a year, there is a parent feedback night, and numerous parents volunteer in the classes and at school. Immersion parents have made presentations to the Arlington County School Board regarding the program. The Spanish for Parents class had 18 students in the fall of 1993 and 16 parents in January 1994.

C. National and Local Presentations

The coordinator has made national and local presentations at the following locations:

OBEMLA (Office of Bilingual Education and Minority Languages Affairs) OCT 1993 - Washington, D.C.
International Presentations in Curaçao (The Netherland Antilles) NOV 1993
Houston Public Schools and Rice University Workshop for Teachers FEB 1994
NABE (National Association for Bilingual Education) FEB 1994 - Los Angeles
VA State ESL/Bilingual Conference - MAR 1994 - Virginia Beach
Hempstead Public Schools - May 1994 - Long Island, New York

The coordinator has also served as a consultant for two local elementary schools (Oakridge and Abingdon) in Arlington County Public Schools that have developed Spanish immersion programs in their schools.

D. 1993 Summer School

Nine kindergartners, sixteen first graders, three second graders, five third graders, and one fourth grader attended immersion summer school (total of 35 students). One of the two classes taught K-1 students and the other grades 1-4. This summer Spanish language program enabled the students to acquire, practice, and maintain their Spanish language skills.

V. Questionnaires, Observations, and Interviews

A. Questionnaires

A Title VII DBE Project Staff Background and Instructional Program Questionnaire was completed by each staff member involved with the partial immersion program at Key School. In addition, the evaluator held both formal and informal interviews with different staff members, including teachers, the principal, and the program coordinator.

Everyone believed that the administration showed strong support for the program, was knowledgeable about developmental bilingual education (DBE), and was a good resource for information about program implementation and materials. Even though the fifth grade contains a 60/40 ratio of Spanish/English speakers, teachers felt the balance between language minority and language majority students was appropriate. According to the survey, they have enough materials and necessary instructional resources to function, but as in several previous years, teachers wished for additional planning time. A change since last year indicates the majority of the partial immersion teachers now believe non-DBE teachers in their school are well informed of the program, but opinions are split regarding how non-DBE teachers perceive the program. The immersion teachers continue to be closest to those teachers within the partial immersion program, especially those at Key West who are more isolated from the main building. Some teachers hoped for improved communication between the two locations, as well as keeping much needed supplies and educational materials at Key West.

B. First Year Summary of CAL Research Case Study

Researchers Chris Montone and Isolda Carranza from the Center for Applied Linguistics are involved in a two-year case study of Key's two-way immersion program. They observed immersion classes in first, third, and fifth grades three times during the year (fall, winter, and spring). Each visit lasted one entire day. The researchers did not remain with the teachers all day, but followed the class of students from one room to the other when and if the students changed languages at midday.

During the second and third round of observations, focal students of both language backgrounds, identified for their success in second language proficiency, were observed more closely to identify their learning and language habits. Focal students were only selected from the third and fifth grades. During the third round of observations, focal students' written work was collected.

After the second round of observations, the researchers interviewed the five teachers, one parent/aide, an ESOL teacher who helps K-2 students in the immersion program, the immersion specialist, and the principal. The interviewees were asked to describe their classes and/or the program and its practices, to describe how they separate languages for instruction, to compare language learners from different language backgrounds, and to discuss classroom practices, student success, and program success. The following section is a summary of Montone and Carranza's on-going observations. It should be kept in mind that these observations were conducted in only five classrooms and do not necessarily represent all the classrooms in the partial immersion program.

Learning Environment

Cooperative pair and/or small group work was observed in all classes. The teachers generally provided positive feedback and reinforcement. A concentrated effort was made to set the students at ease with the second language and their abilities to use it. Students were, in some classes observed, strongly admonished for making fun of classmates for their linguistic errors or otherwise calling attention to errors in an impolite manner.

Negotiation of Meaning

The teachers employed a variety of strategies for making content and language clear to the students. Use of manipulatives, graphic organizers, visual support (e.g., overhead projector, blackboard, realia, show and tell), kinesthetic activities (e.g., mini-dramas, miming, Total Physical Response [TPR]) were used frequently. Overhead projectors, for example, were used almost daily by three of the five teachers. Those who didn't use them, relied on the blackboard. In addition, visual displays in all rooms serve as models of language, references and reinforcement. In the first grade, students were encouraged to refer to displays as models for their writing.

With regard to language strategies, teachers generally spoke clearly and at a slightly slower pace in the lower grades (1-3) and during explanations of instructions or new material. This was also the case more so during Spanish instruction than during English instruction. In the upper grades, the teachers tended to speak at a natural pace. Additional strategies aimed at making meaning clear and modeling language were repetition, re-phrasing, paraphrasing, and leading. Teachers also encouraged students to help each other by providing answers, explanations, and language (modeling).

The teachers also used a variety of means to check student comprehension. Some explicitly asked if the students understood, though this was infrequent. The first grade teachers relied more on monitoring the students' actions and work. One teacher utilized TPR activities to check aural comprehension, but paid less attention to students' written work during class time. On the other hand, her counterpart reviewed each student's written work as soon as it was completed, but seemed to pay less attention to aural comprehension. The third grade teacher had students do presentations and projects to show their comprehension and allowed students to ask and answer each other's questions. Typically moving through content at a quick pace, however, she was not usually aware of who had not understood until a student asked a question or failed to answer a question from her correctly.

Some native Spanish-speaking students also received pull-out support by bilingual aides. One aide worked five days a week with the first graders, and the other, an ESOL teacher, worked three days a week helping students in kindergarten through second grade. (When assisting the students, these individuals reported that they typically used whichever language the students understood best when explaining difficult content or concepts.)

Teacher Language Use

Separation of Languages

All teachers generally remained faithful to the separation of languages, speaking Spanish only during Spanish time and English only during English time. Even when students spoke to the teacher in the other language (especially English during Spanish time in first grade), the teachers would respond in the appropriate language of the time of day.

Error Correction

The immersion specialist suggested in an interview that a successful way to correct errors is through modeling and student repetition. The teachers observed conformed to this method. Little explicit correction of students' linguistic errors was observed in the classrooms. Rather, teachers usually accepted student responses and either modeled the appropriate language or re-phrased, paraphrased, or extended the student's utterance, thereby serving as a model. In some cases, the teacher would model the language and ask the student or the entire class to repeat. This was usually done with individual, unfamiliar words in isolation.

Student Language Use

Separation of Languages

The program allows for flexibility in language usage by students as their abilities develop. During classes observed, the students almost always remained faithful to the separation of languages when speaking directly to the teacher or performing academic tasks. During Spanish time, English words and phrases were very often uttered by students when at a loss for the Spanish

equivalents, but there were few, if any, instances of students uttering Spanish words when at a loss for the English equivalents.

When speaking amongst themselves, English was the predominant language in classrooms where the students did not fear being punished for using it. (The third grade teacher's classroom stood out as an example of how students' fear of losing points on their projects inhibited them from using English during Spanish time while working in groups.) Among all students, use of Spanish during English time was infrequent and usually limited to an occasional word or phrase. This was true even in the first grade. English usage during Spanish time seemed to be equally preponderant in the first and fifth grades. In most cases, when teachers became aware of the students' use of the inappropriate language they issued a reminder. The third grade teacher would put the student's name on the board with a check mark. The first grade teachers did little to discourage the behavior, apparently out of sensitivity to the second language development process. (The teachers' behavior, for the most part, is consistent with what they reported in interviews that they would recommend a new immersion teacher do in similar situations.)

Fluency and Accuracy

The native Spanish-speaking first graders appeared to be quite comfortable with English, although in the class observed they are not required to speak much in class. The teacher usually asks for volunteers, so it's difficult to say how comfortable those non-native speakers who do not speak up are with the language. In Spanish, a few native English-speaking students are excelling, in many cases completing their assignments faster than native Spanish speakers. At the other end of the spectrum, a few native English-speaking students still do not speak much in Spanish, but appear able to comprehend oral and written Spanish.

Among the third graders there appears to be little difference in language groups with regard to English language fluency. In Spanish, the native English speakers have achieved a reasonable degree of communicative competence. Their speech may be slower, stilted, grammatically inaccurate, and peppered with English words, but they can communicate basic content information. When

excited or agitated, they falter. The native Spanish speakers may also still lack grammatical accuracy, but overall, they are more fluent in Spanish than the English speakers.

Among the fifth graders, it is difficult to distinguish between the native Spanish and native English speakers when they speak in English. In Spanish, although they still lack vocabulary, the native English speakers have a greater degree of fluency than those in lower grades. However, their speech continues to show a number of recurring errors. Interestingly, some native Spanish speakers appear to make the same errors as the English speakers in Spanish. According to the teachers and aides interviewed, this may be attributed to less linguistic support in the Spanish-speaking homes as well as the dominance of English in the surrounding community.

The most common errors observed in students' oral Spanish were the following:

- gender agreement between nouns and articles
- gender agreement between nouns and adjectives
- number agreement between subject and verb
- word order (influenced by English word order)
- use of informal address with formal title (e.g., using "tú" when addressing the teacher as "Señora")

In interviews, the principal said she would like to increase the Spanish level proficiency, and the immersion specialist, noting comments by middle school Spanish teachers concerning fossilized errors, said that more explicit grammar instruction had been added to the fifth grade Spanish language arts curriculum. It appears that where oral production is concerned at least, more work could be done to improve the linguistic accuracy in Spanish. Further, both aides and several teachers interviewed expressed the concern that there are just not enough opportunities to use Spanish during the day to ensure higher levels of proficiency, given that electives (e.g., art, music, P.E.) are in English and the students are surrounded by English when they leave the school. Suggestions were made to increase after-school support (e.g., homework help), and move more toward a 90-10 model of immersion,

where more Spanish is offered in the earlier grades and slowly decreases to a 50-50 ratio. The principal, however, stated that there is strong community preference, both among English-speaking and Spanish-speaking parents, for keeping the 50-50 model the way it is.

C. Self Study at Key School 1993-94

This year the principal led staff and some parents in a self-study. They examined Key's program after reviewing some recent studies of second language acquisition, cognitive development and sociolinguistics. Then, they focused on three questions:

1. How do native speaker peers help students acquire a second language?

2. How is cognitive development enhanced in the partial immersion program?

3. How do community expectations influence the success of the program?

A steering committee of staff and parents initiated the study. Other insiders contributed during the year through group discussions in regularly scheduled meetings, which were taped and transcribed, individual interviews, and field notes. Administrators, teachers and parents also shadowed and interviewed students in both the English and Spanish parts of the day. (See Appendix I for entire report.)

Native speaker peers are an important part of the Key immersion school concept which includes both English and Spanish speaking children learning Spanish and English, respectively. Peers model correct grammar and pronunciation as well as assisting with meanings and spellings of vocabulary words. Teachers feel native speakers allow a higher level of instruction. Parents believe native speakers encourage not only bilingualism, but biculturalism.

Cognitive development is strengthened in the two-way classroom at Key. One factor influencing this is strong teaching methods, which include methods recommended for teachers of gifted students. Another valuable method in two-way instruction involves skills of inference, analysis, and metacognition.

Although Key School has much local community support and prestige, community expectations of the two-way immersion program were varied. Academic skills were a high priority. Parents were often concerned about factual mastery, such as computation in math, while teachers stressed "process" goals. Process goals included becoming responsible for one's own learning, working collaboratively, and experiencing learning as rewarding and pleasurable. Administrators emphasized goals of collaboration and working in diverse settings.

VI. Recommendations

The partial two-way immersion program at Key School is an established and successful example of immersion education. Teachers, parents, and staff are dedicated to making the program an outstanding educational opportunity for students. Support from the community and the central administration contributes to its strengths.

The expansion of the immersion program to the satellite Key West enabled many more children to participate in the program, although there is still a waiting list. To ensure the continuation of servicing larger numbers of students who want to participate in immersion, a high priority should be placed in planning for the program's expansion.

This includes the expansion of the program in the middle and high schools. Currently, students can take a modified immersion program at Williamsburg Middle School. Sixth grade students received social studies instruction in Spanish and one period of Spanish language arts every other day. At the seventh grade, Spanish language arts was offered as well as science in Spanish. Ninth grade included Spanish language arts and geography in Spanish. Washington-Lee High School plans to continue the immersion program in a modified form, although classes are small due to the limited number of remaining original immersion students who started the program in 1986. The secondary program should strengthen as the number of participating students increases in the elementary schools, including those from Oakridge and Abingdon. As stated in previous evaluations, articulation between participating immersion schools is an essential element in the

continued success of the program. Yearly evaluation, including the secondary modified program, is necessary for program accountability and improvement.

As the number of participating students increases, the number of parents increases as well. Thus, the classes that teach English to Spanish-speaking parents and Spanish to English-speaking parents should continue to be offered, including more advanced classes should enrollment and interest increase.

Besides encouraging teachers to participate in professional classes and conferences related to immersion education, the monthly workshops for immersion teachers can provide valuable on-site in-service training for teachers. To encourage wide participation, all immersion teachers should take part in the planning of these in-services. Should the school decide to pursue multi-age classrooms in the future, additional teacher training should be available prior to the implementation of such classrooms. Also, teachers should be encouraged to continue to develop their Spanish language skills.

Although Title VII funding has been extended for one more year, consideration should be given to how the Title VII funds will be replaced. The kindergarten program and the program coordinator, currently funded by Title VII, are vital elements of the program's success.

There are several suggestions to improve next year's evaluation procedures. The LAS-O should be given to grades 1-3 to show individual growth as well as overall program evaluation. Once a student has reached the top (level five) of the LAS-O, it is not necessary to continue to test them year after year. The Assessment of Writing in English (grades three through five) is assessed by a trained group of teachers and specialists. Reliability would improve with the first and second grade English Assessment of Writing samples if they were included in the upper level assessment, using the same trained group of teachers and specialists.

Finally, Key School should continue to include more ethnically diverse students, such as African-American and Asian-American students, in the English-speaking population of the immersion program.

VII. Conclusion

With the completion of its eighth year, students in the Spanish/English two-way partial immersion program at Key Elementary School continue to achieve academic success in both languages.

Assessments in academic areas confirm that students in the partial immersion program continue to progress as well as or better than other students at their grade level. As in 1991-92 and 1992-93, the 1993-94 fourth and fifth grade immersion classes scored higher than other fourth and fifth grade non-immersion classes at Key on the county-wide "Assessment of Writing". Third grade immersion classes scored higher than other third grade non-immersion classes in two of the last three years. Both Spanish and English oral language skills improve yearly. The Iowa Test of Basic Skills (ITBS) indicated that for the third year fourth grade immersion students scored at the fifth or sixth grade level in vocabulary, language arts, work study, social studies, science and mathematics. The class mean averaged above the non-immersion students at Key, as well as above the **state** and **national** percentiles.

This evaluation confirms the English/Spanish two-way partial-immersion program at Key Elementary School is an appropriate and beneficial model for educating English and Spanish speaking elementary school children.

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APPENDIX

A. Student Oral Proficiency Rating

B. CAL Oral Proficiency Exam (COPE) Rating Scale

C. Rubric for Assessment of Writing (District-wide)

D. Hispanic Heritage Celebration

E. U.S. Senate Subcommittee Presentation

F. "The Monitor" article, April, 1994

G. Teacher exchange article

H. Staff Development 1993-94

I. Self-study at Key School 1993-94

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I. Self-study at Key School 1993-94

Total Score_____

Student Oral Proficiency Rating*

Student's Name _____ Grade_____ Language Observed_____

School _____ City_____ State_____

Rated by _____ Date_____

DIRECTIONS: For each of the 5 categories below at the left, mark an "X" across the box that best describes the student's abilities.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
A. Comprehension	Cannot understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and in classroom discussions is fluent and effortless, approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations are so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.	Use of vocabulary and idioms approximates that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate a native speaker's.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.	Makes frequent errors of grammar and word order which occasionally obscure meaning.	Occasionally makes grammatical or word order errors which do not obscure meaning	Grammatical usage and word order approximate a native speaker's.

APPENDIX A

28/1/87

* This form is an adaptation of the Student Oral Language Observation Matrix (SOLOM) developed by the San Jose (California) Unified School District.

Development Associates, Inc.
Arlington, Virginia

Signature of rater _____

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CAL

CAL ORAL PROFICIENCY EXAM (COPE) RATING SCALE FOR SPANISH

STUDENT'S NAME _____ GRADE ____ SCHOOL _____ CITY AND STATE _____ RATED BY _____ DATE _____

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR. INTERMEDIATE LOW	JR. INTERMEDIATE MID	JR. INTERMEDIATE HIGH	JR. ADVANCED	JR. ADVANCED PLUS	SUPERIOR
COMPREHENSION	Recognizes a few familiar questions and commands.	Understands predictable questions and commands in specified topic areas, though at slower than normal speed.	Can sometimes understand simple questions and commands when applied in new contexts. May understand familiar language at normal speed.	Follows fairly normal conversation with frequent clarifications (non-verbal as well as verbal).	Comprehension problems seldom evident on everyday topics. Carries out commands without prompting. May show some difficulty on unfamiliar topics.	Usually understands speech at normal speed, though some slow-downs are necessary. Can request clarification verbally.	Understands academic talk and social conversation at normal speed. May have trouble with highly idiomatic speech.	Understands complex academic talk and highly idiomatic conversation, though confusion may occur in rare instances.	Has no difficulty in conversation or in academic talk.
FLUENCY	Conversations are limited to an exchange of memorized sentences or phrases.	Operates in a limited capacity within predictable topic areas. Long pauses are common. May start sentences correctly but frequently completes them with gestures or other non-verbal means.	Uses high frequency utterances with reasonable ease. There are signs of emerging originality and spontaneity. Able to complete most sentences verbally.	Satisfies everyday social and academic needs adequately but not fully. Maintains simple conversation by answering questions.	Shows evidence of spontaneity in conversation. Maintains simple narratives. Sometimes initiates talk without relying on questions or prompts.	Maintains conversation with remarkable fluency but performance may be uneven. Uses language creatively to initiate and sustain talk.	Shows high degree of ease of speech. Reports facts easily. Explains points of view and abstract concepts in an uncomplicated fashion.	Handles most academic and social requirements with confidence.	Able to participate fully in social and academic talk. Responds with ease to highly idiomatic conversation, hypothetical situations, and discussions of abstract concepts.
VOCABULARY	Uses memorized utterances and words belonging to learned categories. Does not recognize words or phrases outside the context in which they have been learned.	Has vocabulary for common activities and objects but frequently searches for words. Recognizes known forms outside of learned contexts.	Basic formulae and words for regular activities come readily. Vocabulary adequate to minimally elaborate utterances.	Makes statements and asks questions adequately to satisfy basic social and academic needs but has difficulty explaining or elaborating them.	Permits limited discussion of topics beyond everyday social and academic needs. Attempted circumlocutions may be ineffective.	Broad enough for relatively complete discussion of familiar social and simple academic topics. Sometimes achieves successful circumlocutions.	Uses a variety of idiomatic expressions. Uses circumlocutions effectively.	Complete enough to fully discuss most academic and social topics. Flow of talk is rarely interrupted by inadequate vocabulary.	Vocabulary is extensive and groping for words is rare. Shows familiarity with idiomatic expressions and facility with less common vocabulary which permit discussion of topics in unfamiliar circumstances.
GRAMMAR	Utterances are usually memorized forms.	Usually achieves correct grammar in familiar patterns but accuracy is easily upset. May have a high rate of self corrections. Reliance on patterns is greater than reliance on memorized utterances.	Grammar is largely correct for simple familiar language. Isolated forms such as past tense, haber and simple connectors, and direct and indirect object pronouns may be used but cannot be generalized across grammatical structures.	Talk consists primarily of uncomplicated original sentences with correct word order. Makes little use of modifiers. Can use basic connectors such as haber and hacerse accurately. Attempts to use more complex forms are often incorrect.	Sentences show some complexity but may be inaccurate. Uses a variety of verb tenses in specific forms but does not employ the full range of possible conjugations. Pronouns still show evident inaccuracies.	Able to use the complete range of conjugations across tenses for regular verbs but does not have full control of irregular forms. Use of complex connectors, direct and indirect object pronouns usually correct.	Most forms largely but not consistently correct. Has good control of pronouns and sequencing devices— the first, but, then, etc. Shows expanded use of adjectives and adverbs.	Uses all tenses comfortably with a high degree of accuracy, though occasional errors are evident.	Control of grammar and syntax is strong enough that no major patterns of error are revealed.

In "An Oral Assessment Instrument for Immersion Students: COPE," Rhodes, N., Thompson, L. 1990. In Foreign Language Education: Issues and Strategies. (Ed. Padilla, Fairchild, Valadez) Sage.

APPENDIX B

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APPENDIX C

RUBRIC FOR ASSESSMENT OF WRITING ELEMENTARY SCHOOLS

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8 - 7

The writing demonstrates careful attention to the total effect of the piece. The thesis clearly gives the topic and the writer's point of view. The writer develops the topic by choosing related supporting details, arranging the details in the most appropriate organization, using a variety of sentence patterns, and choosing vocabulary thoughtfully. The mechanics of the piece contribute to the whole of the work. The writer demonstrates that audience understanding and interest are essential goals in writing. Relationships are clearly stated to ensure understanding. The writer strives for an original, creative, and honest approach. Language is used well with attention to flow, rhythm, and emphasis. The writing has clarity and style and is enjoyable to read.

---

6 - 5

Papers in this category show thought about the subject. The topic is clearly stated in a thesis, and the topic is supported with well-chosen evidence. The piece has no flaw glaring enough to detract from the sense of the writing. The writer uses mechanics competently. However, the writer takes no risks and primarily uses a formula for organization. In some cases, the choice of subject is unimaginative, lending itself to only the most general written discussion. There is little or no attention to the power of language, and the writer relies on simple relationships and explanations to develop the topic. The writer does not demonstrate an understanding of the total effect of a piece of writing. The writing has clarity and communicates to a reader.

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4 - 3

The writing shows an honest attempt to address a topic. However, the writer does not actually develop the topic. Supporting details are chosen randomly with some being irrelevant. The writer has a minimum of organization and often neglects to include either a thesis or conclusion. The thinking exhibited in the piece of writing is superficial so that full explanation of the topic does not occur. The writing is often stream of consciousness and egocentric with no awareness of audience. The mechanics detract from the total effectiveness and serve to cloud meaning. Occasionally, the writing may be fairly articulate, but a major flaw in thinking or usage prevents the piece from being successful. The writing has minimal clarity and presents difficulty to a reader.

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2 - 1

The writer does not narrow the topic or does not seem to understand the topic. The piece may be underdeveloped or undeveloped, but in either case, the writing is totally lacking in clarity. The piece does not include specific details that would make the writer understood, and the writer does not demonstrate organizational ability. Awareness of audience is not evident so that communication is the reader's responsibility. Inhibiting communication further is the writer's inability to use mechanics correctly. Some papers demonstrate that the writer has thought about the topic but does not have the facility with language to communicate that thinking. The writing is incoherent due to major difficulties with written expression.

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COME CELEBRATE WITH US THE HISPANIC HERITAGE

ON THURSDAY, OCTOBER 13, 1993, AT 7:00 P.M.

KEY SCHOOL MULTIPURPOSE ROOM

MUSIC, DANCES AND COMRADERY

VENGA, CELEBRE CON NOSOTROS LA "HERENCIA HISPANA"

EL JUEVES 13 DE OCTUBRE

A LAS 7:00 P.M.

EN LA CAFETERIA DE LA ESCUELA KEY

MUSICA, BAILES, CAMARADERIA

TE ESPERAMOS!!!

APPENDIX E

PRESENTATION BY

CHILDREN OF KEY SCHOOL

TWO-WAY BILINGUAL PROGRAM

ARLINGTON PUBLIC SCHOOLS, VIRGINIA

BEFORE THE

SENATE SUBCOMMITTEE ON

EDUCATION, ARTS AND THE HUMANITIES

THE REAUTHORIZATION OF THE

ELEMENTARY AND SECONDARY EDUCATION ACT

APRIL 26, 1994

Protección del Medio Ambiente

Prevención de la Contaminación Ambiental

Control de la Contaminación Ambiental

Profesora: Evelyn Fernandez

Estudiantes: Nathan Bliss
David Brodkey
Sheetal Katyal
Catalina Mancebo
Jose Oyola
Neal Ryan
Carla Salinas
Cathy Serraino

Bilingualism enhances student growth

Two-way bilingual education offers a unique way to teach language.

By Scott Sleek
Monitor staff

By the time many students close their textbooks for the day at Francis Scott Key Elementary School, they're chatting in a different language than the one they spoke in the morning.

More than half the students at the school, located in the Washington, D.C., suburb of Arlington, Va., speak only Spanish or another foreign language at home. But while they learn English, their English-speaking classmates are learning Spanish as well. Under a model program, students are taught for half of the day in English and the remainder in Spanish.

The Key School approach, known widely as "immersion" or "two-way bilingual education," represents a unique alternative to the traditional mode of teaching language, say psychologists and other experts.

Rather than spending the school day deluged with remedial English lessons, language minorities should receive the same

Photo by Robert Turtil

At Francis Scott Key School in Arlington, Va., elementary school students are immersed in Spanish and English, spending half of each school day learning in each language.

said psychologist Kenji Hakuta, PhD, of Stanford University's school of education. And because the nation is becoming more multicultural, English-speaking students should be taught proficiency in two or

guage and education experts who are calling for major changes in the way American schools teach language minorities. The Stanford Working Group on Federal Education Programs for Limited-English-Proficient Students was formed by the Carnegie Corp. to explore how the federal government could improve school programs for the estimated 2.3 million to 3.5 million LEP children in this country.

Its report, *A Blueprint for the Second Generation*, released in

just as competently and swiftly when they also are given age-appropriate instruction in their native language—in math, science and other subjects.

Multiculturalism

But the panel also emphasized a need to provide more language training for English-speaking children, who will grow up amidst an increasing array of cultures and will eventually work in a global economy with a plethora of tongues. The report cited research showing that majority-language students don't suffer academically when half of their instruction is presented in a foreign language.

"Bilingualism enhances cognitive and social growth, competitiveness in a global marketplace, national security and understanding of diverse peoples and cultures," it states.

Two-way bilingual education programs are operating successfully in several states. The Stanford group wants to expand the immersion programs, and is seeking to have the program principles incorporated into federal legislation, particularly the Improving America's Schools Act now pending in Congress. The bill reauthorizes the Elementary and Secondary Education

APPENDIX F

LESSONS IN CULTURE

Teacher exchange helps pupils

By LISA DANIEL
Journal staff writer

For many El Salvadoran-born children in Arlington Public Schools, moving from their native country has been a challenge in preserving one culture and adopting another.

And for their American-born teachers and classmates, embracing a culture with which they are unfamiliar also can be a difficult task.

But the change was made easier for many during the past month when teachers from El Salvador and Arlington schools traded places as part of an exchange program.

Jacqueline Martin, a Key West Elementary School first- and second-grade teacher who returned from El Salvador last week, said the exchange allowed Salvadoran teachers to learn about new teaching techniques in the United States and reminded American teachers of traditional styles that work well.

"They learned from me to be a little more relaxed and open to new ideas and giving children more responsibility in the classroom," Martin said. "And I learned that in our system, we need to make sure we don't lose site of things like handwriting techniques and neatness."

"If you took their schools and our schools, you'd have perfect schools," she added. "I think we're all on the same wavelength and are striving for the same goals."

Vicky Marroquin, one of four Salvadoran teachers who visited Arlington schools last month, said the exchange was especially important to Arlington teachers and students who had only read about El Salvador.

"The [American] teachers have studied about our culture, but it's not the same as having a first-hand source," Marroquin said. "When you read in a book, you don't get feelings and feelings are very important in this process."

The process began two years ago as a partnership between Arlington Public Schools and Escuela Americana, a private school with an emphasis on American studies operated within the public school system in El Salvador's capital, San Salvador.

Although the past two years have included visits between American and Salvadoran school administrators and students, this marked the first teacher exchange.

"I shared with them some ideas about El Salvador and I would like them to see ways that we

Please see EXCHANGE, A10

Teachers exchanged

EXCHANGE from A1

do things," Marroquin said. "It felt good to be the first example for them."

The Salvadoran teachers visited Arlington for two weeks in April and returned to El Salvador with five American teachers, who returned home last week.

Their main interests, the Salvadoran teachers said, were Arlington's language immersion programs, in which students are taught in English for part of the day and in Spanish for the other part; whole language studies, in which teachers instruct by intertwining subjects; and the advanced placement program.

"For me to get into the whole language approach, I have liked a lot of the way teachers teach in groups here and work together as a real team," Marroquin said. "It's been a real learning experience."

For the many Arlington students from El Salvador, the teachers' visit gave them a renewed sense of pride in their native country, Martin said.

"Having [the teachers] come from El Salvador has given them a more positive outlook about their country and given them credibility in a way," she said. "Sometimes they try to forget they are from El Salvador and act like they are from here. They just want to blend in. But now they talk more about it and are proud of it."

Penny Holland, an eighth grade world geography teacher at Williamsburg Middle School, said before visiting El Salvador that the trip would allow her to better understand the background of her students who lived there during the 11-year civil war that ended with a peace accord in 1992.

"The children experienced war and they will tell you vivid memories of bombings that occurred," Holland said. "They'll tell you how horrifying it was."

That's why, Marroquin said, the program is "so very important for the children of any part of the world to feel good about where they came from. We are all citizens of the world, after all."

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STAFF DEVELOPMENT 1993-94
KEY ELEMENTARY SCHOOL
ORGANIZED BY MARCELA VON VACANO

August 30,1993
Presentation of Handbook for teachers written by Marcela von Vacano.

September 15,1993
Assessment components for the Spanish Immersion Program by Susan Barfield and Katherine Panfil.

October 6, 1993
Portfolio Assessment by Susan Baker and Evelyn Fernandez.

November 3,1993
Presentation by Dr. Virginia Collier, George Mason University. Topic:
Research on Second Language Acquisition.

December 1,1993
Underlying Proficiency in Second Language Acquisition by Dr. Emma Violand-Sanchez.

December 16, 1993
Follow up meeting on portfolio evaluation with Kathie Wills and Immersion teachers.

January 5, 1994
Teaching Learning Strategies by Dr. Anna Uhl Chamot, Professor at Georgetown University.
Project director of CALLA in Arlington Public Schools.

March 16, 1994
General information by Mary Ann Ullrich
Summer school information and brainstorming for curriculum development
by Marcela von Vacano.

April 16, 1994
Creating Math Centers by Mary Helman, Fairfax County Math Specialist.

April 19, 1994
Conclusion of Seminar Living in a Multiple World. Analysis of the work of Dr. Mario Vargas LLosa, Peruvian author and Eudora Welty, American author.
Special dialog with Dr. Mario Vargas Llosa at Georgetown University.

APRIL 6, 1994 4:00 Key West
Math workshop - Creating Centers for different levels - Mary Helman (Fairfax County Math Specialist.

MAY 4, 1994 2:30 Key School
General meeting to plan next year's program.

ORIENTATION FOR PROSPECTIVE PARENTS
OCTOBER, 1993
KEY SCHOOL

HISPANIC HERITAGE ASSEMBLY
OCTOBER, 1993
KEY SCHOOL (evening)

WINTER HOLIDAY CELEBRATION
DECEMBER 1993
KEY SCHOOL (evening)

PICNIC FOR PARENTS AT KEY WEST
SEPTEMBER, 1993
KEY WEST

MEETING WITH IMMERSION PARENTS - SOCIAL - ACADEMIC PRESENTATIONS
OVERVIEW OF IMMERSION PROGRAMS IN THE USA - DEBORAH SHORT
MULTIPLE INTELLIGENCES MODEL - MARCELA VON VACANO

KEY NOTE SPEAKER AT WAYNEWOOD ELEMENTARY SCHOOL
Topic - Cultural and socio-economic influences of academic performance.
This was an all day inservice for all teachers at Waynewood Elementary School.

ORGANIZER OF SEMINAR LIVING IN A MULTIPLE WORLD
Special session with Dr. Mario Vargas Llosa at Georgetown University.
Key School teachers had the opportunity to have an intellectual exchange with the world known author .

PANELIST - RICE UNIVERSITY AND HOUSTON PUBLIC SCHOOLS
My presentation will focus on dual partial immersion programs and its components.

APPENDIX I

Katharine Panfil, Principal

SELF-STUDY AT KEY SCHOOL 1993-94

Parents on the waiting list, the School Board and visitors who are implementing a two-way bilingual program elsewhere ask not only whether the program is successful, but also why, and how the program works.

To answer some of these questions, this year the principal led staff and some parents in a self-study. They examined Key's program after reviewing some recent studies of second language acquisition, cognitive development and sociolinguistics. Then, they focused on three questions:

1. How do native speaker peers help students acquire a second language?

2. How is cognitive development enhanced in the partial immersion program?

3. How do community expectations influence the success of the program?

A steering committee of staff and parents initiated the study. Other insiders contributed during the year through group discussions in regularly scheduled meetings, which were taped and transcribed, individual interviews and field notes. Administrators, teachers and parents also shadowed and interviewed students in both the English and Spanish parts of the day.

This process provided description of how the program works. In addition, some insights were gained into implementing such a self study involving multiple "insider" perspectives. The experience is currently being written as a case study of the immersion program, and also of the collaborative research design (Panfil, in progress.) Some conclusions and recommendations are outlined below.

SIGNIFICANCE OF NATIVE SPEAKER PEERS

The Key community is adamant about the critical importance of the 50/50 enrollment in the immersion program. The reasons relate to second language acquisition, to keeping academic expectations high, and to cultural goals.

It is not surprising that all agree on the value of interaction with native speakers for those learning another language. In interviews, children said they learned pronunciation, meanings and spelling by asking their friends. Teachers pointed out the value of children modeling correct grammar, such as first person questions, and using vocabulary both appropriate and desired by non-native speaker classmates. The value of the two-way immersion program is particularly striking for the native Spanish speakers. There are no English language role models in HILT (High Intensity Language Training,) the usual placement for children learning

English. Spanish speakers in immersion interacted in English in both academic and social settings. By contrast, however, for English speakers learning Spanish in immersion, more skill and effort is needed from the teacher for role modeling to occur. Shortly after entering the program, children are apt to hold all conversations in English. Teachers need time together to share and compile strategies to encourage use of Spanish among the children in the Spanish half of the day.

Teachers, who are using the target language whenever they interact with their students, view fluent speakers of the target language as essential in the early years to keep the level of instruction high. Initially, native speakers are important to understand the directions, model or translate. In group discussions, native speakers can use sentences, while newcomers to the language are producing single words. The linguistic competence of the native speaker encourages him/her to take risks, ask why and enrich the instructional presentations of the teacher. Since they have interests and levels of development similar to their classmates, native speakers model vocabulary and structures that the other children are likely to need.

Parents hoped that their children would become not only bilingual but bicultural through the presence of native speaker peers in the classroom. Teachers noted, however, that the children did not always know enough about their home culture to teach it to others. More deliberate strategies are needed, such as inviting parents to teach, or sharing research projects about parents' countries of origin, to take advantage of this resource. Some parents also were disappointed that families did not easily form crosscultural friendships. While the potential is there, thought and effort are involved, and the parent immersion group is planning social activities for next year.

COGNITIVE DEVELOPMENT IN THE TWO-WAY CLASSROOM

Cognitive development appears to be enhanced in the immersion classrooms for two reasons: first, two-way instruction involves skills of inference, analysis and metacognition. Second, immersion teachers generally incorporate strategies recommended for teaching academically gifted students.

As they expected, observers found many examples where learning in a second language, especially in the presence of native speaker peers, involved higher level thinking skills. For one thing, even in kindergarten the children are constantly inferring meaning from the context. Based on the responses of their comprehending classmates they figure out what has been said. Observers noted that they looked for cognates. Furthermore, they demonstrated cognitive flexibility by understanding that the same animal is "dog" in English, "perro" to some Spanish speakers and "chucho" to others. Metacognitive skills are also encouraged by the two-way design, both by teachers and by classmates. Sometimes, teachers asked students to explain how they knew what to do in

order to teach related vocabulary in the second language. For example, the English teacher, reviewing a math skill learned in Spanish, asks students to explain how they figure out a division problem. Peers help classmates further metacognition by asking for explanations from each other.

It was encouraging to note that a second reason cognitive skills are likely to be enhanced in immersion is because of the teaching techniques of the teachers, who are employing methods recommended for teachers of gifted students. In the past, one weakness cited in bilingual programs was that teachers who were poorly trained, but fluent in the target language were too often found in the classrooms. In contrast, Key's staff includes teachers who are now leaders in the county in developing gifted/talented, languages arts, science and mathematics curricula and teaching methods. Examples observed included making connections across the curricula through use of thematic units, the use of graphic organizers and writing during mathematics instruction.

COMMUNITY EXPECTATIONS

A critical component of the partial immersion program at Key is its prestige and local support. Its supporters include many in the English and Spanish speaking communities, as well as school system officials and bilingual staff. While their support is essential, however, their priorities do not always coincide. One researcher (Wolcott, 1988) says, "when our insights help teachers, administrators or even other researchers understand the systems in which they live and work - paradoxes, contradictions, antithetical goals and all" a study proves its value. For the two-way bilingual program to succeed, it must not only understand, but meet these differing community expectations.

The prestige of the program is important, first of all, for the children in the program. Self esteem and motivation are generated by the constant reiteration of staff, parents, local newspapers and visitors that they are special because they are proficient in two languages. Public relations efforts support this positive climate.

When it comes to defining specific goals of the program's supporters, however, the analysis becomes more complex. The original curriculum for the immersion program stated that its goals were to develop proficiency in Spanish, to understand other cultures, and to broaden the students' horizons. When various members of the Key community discussed their goals for the program, however, they created a much longer list:

Every child will develop to his/her own potential.
Students will develop strong academic skills.
They will acquire higher level thinking skills.
They will become increasingly responsible for their own learning.

They will become proficient in two languages.
They will be knowledgeable about United States and Latin American cultures.
They will be able to interact appropriately in both cultures.
They will become responsible members of the community.
They will acquire skills at working collaboratively, especially in culturally diverse settings.
They will experience learning as pleasurable and rewarding.

While some goals were more important to one group than to another, academic skills were a high priority for all. The program is consistently perceived by "insiders" as more academically enriched than other programs.

Teachers stressed "process" goals, however, more than parent groups. For example, teachers emphasized students becoming responsible for their own learning, working collaboratively, and experiencing learning as pleasurable and rewarding. Parents, on the other hand, often were concerned about factual mastery, for example, skills in mathematics.

As for language and culture, teachers emphasized proficiency in both English and Spanish, and knowledge of the culture of both the United States and Latin America. Interestingly, both Spanish speaking and English speaking parents differed from teachers in this even-handed emphasis. Both parent groups wanted competence in English and in U.S. culture to be of primary importance, although they also wanted the students to learn Spanish and Latin American culture. Teachers responded that being raised within an English speaking community ensures that children become dominant in the language and culture, and pointed to the strong English language achievement of past classes. Parents, however, worry about the economic necessity of competing in English with monolingual/monocultural peers. In a few cases, Spanish speaking parents withdrew their children this year, in favor of a full day spent using English. Nevertheless, there was general parent support when the faculty decided to teach mathematics in Spanish at all grade levels next year. In earlier years, parent resistance to teaching so critical a subject in Spanish had stopped this step.

Administrators add another perspective. They emphasize the goals of collaboration and working in diverse settings. The design of a two-way partial immersion program provides an instructional frame for integrating Hispanic and Anglo communities, a school system priority in urban areas undergoing rapid demographic shifts.

In summary, the current high level of support is an important but difficult element of the program to maintain. In addressing multiple priorities, however, the program's value is enhanced and its longevity is more likely.